DOCUMENT RESUME

ED 347 436 CG 024 364

TITLE	The DARE Regional Training Center Policy Board's Manual for Training Law Enforcement Officers in the DARE Program. Training Manual.
INSTITUTION	Los Angeles Police Dept., Calif.; Los Angeles Unified School District, Calif.
SPONS AGENCY	Department of Justice, Washington, DC. Bureau of Justice Assistance.
REPORT NO	NCJ-129758
PUB DATE	Oct 91
CONTRACT	87-SA-CX-K074
NOTE	86p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Adolescents; Children; *Drug Abuse; *Drug Education; Elementary Education; Law Enforcement; Peer Influence; *Police; *Police Education; Resistance (Psychology); *Resistance to Temptation; *Training
IDENTIFIERS	*Drug Abuse Resistance Education Program

ABSTRACT

Drug Abuse Resistance Education (DARE) is a preventive drug education program intended to stop drug use before it begins. DARE teaches techniques aimed at resisting peer pressure and helps children and adolescents refuse to use drugs, alcohol, and tobacco. DARE instructors are trained law enforcement officers on full-time duty with the project. DARE officers are assigned up to five schools per semester, and each officer visits each school at least one day per week to present curriculum units that emphasize self-esteem, taking responsibility, and saying "no" to drugs. The officers conduct assembly programs and visits to classrooms; hold training sessions on drug use for teachers; and conduct meetings that instruct parents on the objectives and content of the curriculum. This document presents the training manual to be used in training officers to become part of the DARE program. The manual was written to help mentors/trainers in the regional training centers throughout the United States prepare law enforcement officers who have been selected to present the DARE curriculum in schools. Objectives, agendas, and activities for each of the 10-day training sessions are outlined in the manual. For each day, a list of objectives is provided and an agenda to follow is given. Activities are described for each session; the objective, time frame, materials needed, and procedure for each activity are explained. (NB)

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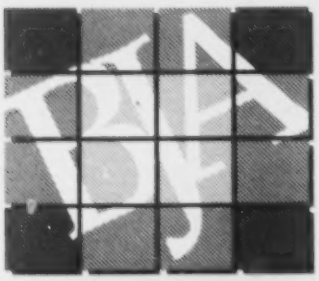

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The DARE Regional Training Center Policy Board's Manual for Training Law Enforcement Officers in the DARE Program

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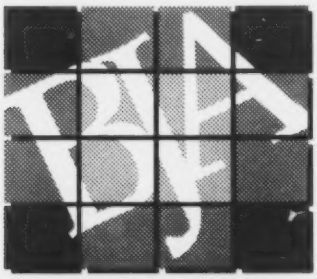

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October 1991
NCJ 129758

U.S. Department of Justice
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This training curriculum was developed by the Los Angeles Unified School District in cooperation with the Los Angeles Police Department DARE Regional Training Center under grant number 87–SA–CX–K074, provided by the Bureau of Justice Assistance, U.S. Department of Justice. The Bureau of Justice Assistance is responsible for the printing and distribution only. The points of view or opinions stated in this document are those of the authors and do not necessarily represent the official position or policies of the U.S. Department of Justice.

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The Assistant Attorney General, Office of Justice Programs, establishes the policies and priorities, and manages and coordinates the activities of the Bureau of Justice Assistance, Bureau of Justice Statistics, National Institute of Justice, Office of Juvenile Justice and Delinquency Prevention, and the Office for Victims of Crime.

ACKNOWLEDGMENTS

This document was prepared by the staff members of the Los Angeles Unified School District in cooperation with staff members of the Los Angeles Police Department. Overall guidance from the Bureau of Justice Assistance was provided by Dorothy L. Everett, Program Manager, and Don Anderson, Chief, Drug Abuse/ Information Systems Branch.

Grateful appreciation is expressed to the following persons who participated in the development of the *Manual for Training Law Enforcement Officers in the DARE Program:*

Lieutenant Rodger Coombs, Los Angeles Police Department, DARE Project Director

Sergeant Don Van Velzer, Los Angeles Police Department, DARE Training Coordinator

Officer Lorrie Bostic, Los Angeles Police Department

Officer James Gilliam, Los Angeles Police Department

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FOREWORD

Drug Abuse Resistance Education (DARE) is a preventative drug education program intended to stop drug use before it begins. It teaches techniques aimed at resisting peer pressure and helps kids say "no" to drug, alcohol, and tobacco use.

DARE places special emphasis on reaching children by their last year of elementary school, giving them facts about the effects of drugs and other harmful substances, and providing the necessary skills and motivation to avoid being swept into drug use as they move on to junior and senior high school.

The DARE instructors are carefully selected, thoroughly trained, uniformed law enforcement officers on full-time duty with the project. DARE officers are assigned up to five schools per semester, and each officer visits each school within his/her assignment at least 1 day per week to present the units of an innovative curriculum that emphasizes self-esteem, taking responsibility for one's own behavior, and saying "no" to drug experimentation. The officer conducts assembly programs and followup visits to individual classrooms; holds formal training sessions on drug use for teachers; and conducts meetings that instruct parents on the objectives and content of the curriculum, including how to recognize signs of drug use, how to use local program resources, and how to improve family communication.

The DARE program also offers students a chance to gain an adult friend they can depend on and trust. It allows the children to develop a positive attitude toward law enforcement personnel and gain a greater respect for the law.

Background: 1983 to 1992

DARE began as a joint program of the Los Angeles Police Department (LAPD) and the Los Angeles Unified School District. This cooperative effort was guided by research findings that indicated that prevention programs focusing on self-management skills (i.e., decisionmaking, values clarification, and problem solving), positive lifestyles, and alternatives to drug use appeared to be experiencing the highest degree of success. The DARE program curriculum was designed and first presented to fifth- and sixth-grade students in Los Angeles in 1983, and soon after a copyright was obtained.

Interest in the DARE program grew rapidly. By July 1986, 48 police departments had sent personnel to Los Angeles for training. In response to this interest and to early evaluations of the program, the Bureau of Justice Assistance (BJA), in cooperation with LAPD, embarked on an effort to document the DARE program through a demonstration project. Three State and four local projects were funded to plan and organize drug resistance education programs for implementation in the 1987–88 school year. This effort resulted in a model DARE program that could be replicated nationwide.

By September 1987, a total of 398 police departments representing 33 States had sent personnel to LAPD for training. The demand on LAPD resources eventually became overwhelming; therefore, because BJA is authorized by Congress to provide funds to enhance drug control and prevention efforts at the State and local levels, the agency was asked to consider supporting regional training centers to train officers in the program.

In 1987, **DARE America** was formed as a national nonprofit corporation that wages the war against drugs by:

- creating a nationwide awareness of the DARE program and its effectiveness;
- coordinating a nationwide DARE fund-raising campaign that supplies printed educational materials, notebooks, films, and other teaching aids (much of which is protected under trademark and copyright);
- promoting training through DARE regional training centers; and
- monitoring the program to maintain standards and integrity.

By June 1989, five DARE regional training centers, including LAPD, were fully functional, having received support through BJA discretionary funding. These centers are responsible for providing:

- the initial 80-hour DARE training course for law enforcement officers who will teach the curriculum in elementary schools;
- an additional 40 hours of DARE training for law enforcement officers who will work with and train other officers as instructors and mentors;
- 24 to 40 hours of DARE in-service training to bring the most recent information, materials, and evaluation results to the attention of law enforcement instructors and education personnel who work with the officers in the schools, particularly those who will teach at the junior and senior high school levels;
- accreditation of individual DARE state training centers that are located within their areas of responsibility; and
- periodic monitoring of each State's program—for adherence to the standards and curriculums and for maintaining program integrity.

Today, nearly 10,000 law enforcement officers have been trained to teach DARE.

The DARE program has been expanded to include youngsters from kindergarten through high school. Since 1988, the student workbooks have been printed in Spanish, in addition to English, and have been translated into Braille.

Within the United States, 5 million students received DARE training in school year 1991–92. BJA expects at least 6 million additional students will receive DARE training in 1992–93. Department of Defense law enforcement officers, also trained by the DARE regional training centers, are providing DARE training to the children of military families in Europe.

Under the Controlled Substances Act (21 U.S.C. 801 et seq.), Federal funds are available to the States under BJA's Formula Grant Program. While these funds are managed by a designated agency in each State and the States set their own priorities, the moneys can be used to fund local DARE programs. Communities interested in obtaining funding for DARE programs should contact their designated State agency.

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INTRODUCTION

As a DARE mentor/trainer, you are an intimate part of the solution to one of the most serious problems ever to hit this Nation—substance abuse among our youth. You are contributing to the personal growth and development of other individuals as well as carrying a message of active commitment.

The role of an effective mentor/trainer is complex, challenging, and extremely rewarding. The complexity comes from working on several levels at once: using adult-to-adult techniques to prepare other trainers to work with their students; teaching materials and activities that are geared to children of various ages; and, finally, imparting an educational philosophy that will be delivered to students across the Nation.

The challenge comes from meeting the responsibilities assumed by all DARE trainers—primarily, establishing the tone and, therefore, much of the outcome of the program. You are, in effect, the model curriculum that the participating officers will emulate. You, therefore, have a responsibility to deliver training that is consistent with the intent of the curriculum model and a credit to the organizations this model represents—the Los Angeles Unified School District and the Los Angeles Police Department, which jointly developed the program.

The rewards, of course, come from the satisfaction and pride of a job well done, as well as from being part of an important effort that helps others.

The use of the materials in this manual is restricted to those who are certified as DARE mentor/trainers. The purpose of the manual is to help mentor/trainers in the regional training centers throughout the United States prepare law enforcement officers who have been selected to present the DARE curriculum in schools. In other words, this manual is for those who train the trainers. Those in the mentor/trainer role have already completed the initial 80-hour training course and have used their training to teach drug-abuse resistance in elementary and secondary schools for a minimum of 1 year or two semesters. For this reason, the manual does not contain detailed information about the program itself; rather, the goal of this manual is to impart the methodology that has become the hallmark of DARE materials and curriculum.

OBJECTIVES FOR DAY ONE

To provide an initial unifying atmosphere for the DARE OFFICER'S TRAINING SEMINAR, the activity leaders will:

1. Extend their welcome to seminar participants and introduce the training staff.
2. Orient the participants to the goals and activities of the seminar.
3. Outline the qualities and skills needed to become a certified DARE officer.
4. Examine the scope and impact of the successful DARE program on the school campus and environment.
5. Provide an overview of the background, philosophy, and key elements of the DARE model program.
6. Acquaint participants with their team members and their mentor/trainers.
7. Demonstrate how to enhance communication skills.
8. Review the techniques of public speaking.

AGENDA FOR DAY ONE

Time	Activity	Activity Leader
0800–0915	**Activity I** Welcome, Introductions, and Orientation	*Regional Training Agency Coordinator*
0915–0930	**Activity II** Qualities and Skills of the DARE Officer	*Training Staff*
0930–1030	**Activity III** Principals Panel: Scope and Impact of DARE on Campus Environment	*Selected Principals*
1030–1115	**Activity IV** Overview: The DARE Model Program	*Certified Educational Agency Representative*
1115–1200	**Activity V** Team Meetings	*Mentor/Trainers*
1200–1300	**LUNCH**	
1300–1430	**Activity VI** Skills for Communication Enhancement Educators Meeting	*Training Staff* *Certified Educational Agency Representative*
1430–1645	**Activity VII** Practicum: Public Speaking Techniques	*Training Staff*
1645–1700	**Activity VIII** Summary and Feedback	*Training Staff*

ACTIVITY I — DAY ONE

OBJECTIVE: To welcome the seminar participants, to orient the participants to the goals and activities of the seminar, and to introduce the training staff.

TIME: 0800–0915.

MATERIALS: Rosters of participants and guests.
Notes for introduction.
Seminar agenda.

PROCEDURES:

1. The Regional Training Agency coordinator welcomes the participants to the training site and program.

2. The coordinator reviews the agenda of the seminar and participants discuss the training logistics and details:

   a. Location of necessary facilities.
   b. Phone messages.
   c. Other logistical concerns.

3. The coordinator explains the responsibilities of the seminar participants that lead to their certification as DARE officers:

   a. Appropriate attire.
   b. Preparation and homework.
   c. Demonstration and skills.
   d. Attendance and punctuality.
   e. Active participation.
   f. Satisfactory performance evaluation.

4. The coordinator introduces the training staff.

5. The coordinator asks each participant to introduce himself or herself to the group.

ACTIVITY II — DAY ONE

OBJECTIVE: To outline the qualities and skills needed to become certified as a DARE officer.

TIME: 0915–0930.

MATERIALS: None.

PROCEDURES:

1. The activity leader outlines and discusses the skills and qualities needed to become certified as a DARE officer.

2. A DARE officer:

   a. Is one who refrains from sexual, racial, gender, ethnic, or other inappropriate and insensitive remarks.
   b. Is an exemplary role model in both formal and informal situations.
   c. Is able to receive and act upon positive criticism.
   d. Is flexible and can handle the unexpected.
   e. Is able to interact with a wide variety of persons.
   f. Is committed to a careful replication of the parent project.
   g. Is able to consider audience sensitivities.
   h. Is able to demonstrate:

      (1) Effective lesson preparation.
      (2) The incorporation of necessary lesson elements.
      (3) Effective classroom management techniques.
      (4) The ability to speak and write effectively.

ACTIVITY III — DAY ONE

OBJECTIVE: To examine the scope and impact of the successful DARE program on the school campus.

TIME: 0930–1030.

MATERIALS: None.

PROCEDURES:

1. The training agency representative introduces the panelists.
2. The panelists discuss the positive influence of the DARE program on their campuses. The discussion will also cover these points:
   a. Meeting the needs of children—take time to listen, build trust, build self-worth, do not promise to keep a secret.
   b. Facing frustration—resources are few at many schools, teachers are busy, children have many problems.
   c. Considering the results—personal experiences, culmination letters.
   d. Developing the qualities of a good DARE officer.

ACTIVITY IV — DAY ONE

OBJECTIVE: To provide an overview of the background, philosophy, and key elements of prevention program models traditionally used, and of the DARE model program.

TIME: 1030–1115.

MATERIALS: Presenter handouts.

PROCEDURES:

1. The certified educational agency representative provides participants an overview of drug abuse prevention programs.
   a. Programs have been based on trends:
      (1) Drug use of students at various grade levels is examined.
      (2) As use is assessed, programs are developed to combat the problem.
   b. Prevention program models are developed with definite philosophies:
      (1) Knowledge: programs providing students with content information.
      (2) Affective: programs providing students with feelings of positive self-worth.
      (3) Alternatives: programs providing positive alternative activities.
      (4) Social resistance: programs providing students with skills to resist negative pressures.
      (5) Eclectic skills approach: the DARE model, combining the positive aspects of a variety of programs.
   c. The role of supportive agencies in school drug prevention programs:
      (1) Cooperation with community-based prevention programs.
      (2) Networking with community-based intervention/treatment programs.
2. The representative suggests key elements for implementing a successful DARE program.
   a. Establish a partnership with the educational institutions in the community.
   b. Identify persons who will play key roles.
   c. Begin with a pilot program and build success.

ACTIVITY V — DAY ONE

OBJECTIVE: To acquaint participants with their team members and their mentor/trainers.

TIME: 1115–1200.

MATERIALS: Personal Assessment forms.

PROCEDURES:

1. The activity leader assigns team meeting locations.
   a. During the team meeting each mentor/trainer will:
      (1) Introduce himself or herself to the team.
      (2) Briefly tell of personal involvement with DARE
   b. Each mentor/trainer directs team members to introduce themselves, describing personal, educational, public speaking, and teaching experiences.
   c. The mentor/trainer distributes and explains the Personal Assessment form.
2. The mentor/trainer utilizes the team meeting to:
   a. Review the entire 2-week schedule, giving special attention to the timeframe for presentations and to the value of upcoming presenters.
   b. Review those activities of the training seminar that require each individual to make a presentation or engage in other activities that will be evaluated. This seminar is designed to have participant involvement at every level.
   c. Stress the obligation to prepare on a daily basis and to review all lesson materials and handouts.
   d. Review the dress code for all activities.
   e. Stress the nature of the tight schedule and the need for punctuality.
   f. Explain team spirit activities.
   g. Explain the DARE dinner party.

TRAINING LAW ENFORCEMENT OFFICERS IN THE DARE PROGRAM

PERSONAL ASSESSMENT FORM

DATE _____

This assessment form is not an evaluation or a test. It will help the mentor/trainer assess how to assist in your development as a DARE officer.

NAME _____

1. Please circle the levels of formal education you have achieved and fill in major:

   High School _____ Master's _____

   Associate of Arts _____ Doctorate _____

   Bachelor of Arts _____ Other (specify) _____

2. Please list other seminars or workshops you have recently attended.

   _____

   _____

3. Have you ever done any teaching or training or are you currently involved in teaching or training? Yes _____ No _____

   If yes, please describe your teaching/training experience (examples might include driver education, management, the education department of your agency, or of an educational institution). Please include the format of the training and your role as a trainer or teacher.

   _____

   _____

   _____

   _____

   _____

4. Describe some of the problems or frustrations you have encountered in teaching, training, or learning.

5. What teaching skills would you like to acquire as a result of this seminar?

6. What teaching skills that you have now would you like to improve or enhance?

7. What do you consider to be your weaknesses?

8. What do you consider to be your strengths?

ACTIVITY VI — DAY ONE

OBJECTIVE: To demonstrate how to enhance communication skills.

TIME: 1300–1430.

MATERIALS: Instructions and diagrams for communication activity. Sets of colored file cards for each participant.

PROCEDURES:

1. The activity leader explains that the purpose of the activity is to demonstrate various types of communication.
2. The activity leader selects one participant to instruct group members in positioning their file cards according to the following rules and shares the "solution" at the end:
   a. Directions are given orally only.
   b. No questions may be asked or answered.
3. The activity leader reminds participants of the rules, as necessary, to produce the expected outcome.
4. The activity leader selects a second participant to instruct group members in positioning their file cards according to the following rules and shares the "solution" at the end:
   a. Directions are given orally only.
   b. Questions may be asked and answered.
5. The activity leader selects a third participant to instruct group members in positioning their file cards according to the following rules and shares the "solution" at the end:
   a. Directions will be given orally and visually.
   b. Questions may be asked and answered.
6. The activity leader concludes by reviewing the need for communicators to be sure that the message intended is received.

Communication Barriers

Sender-Related Barriers

Has strong desire to impress
Fears being embarrassed
Has incomplete understanding of the subject matter
Uses ambiguous words and phrases
Has strong biases
Makes incorrect and incomplete statements
Fails to listen to feedback
Fails to get and hold listener's attention
Sets up one-way communication
Doesn't care to understand listener's reply
Tries to confuse intentionally
Doesn't organize material
Lacks confidence
Talks over the head of listener
Talks too long
Has adverse personality traits

Receiver-Related Barriers

Has misconception of what is being said
Is overly critical
Tries to save face by not asking questions
Dislikes speaker
Has strong biases
Is not tuned in to sender
Lacks interest
Does not have confidence in the speaker
Is prejudiced

Transmission Path Barriers

Distractions
Physical separation
Physical noise
Inappropriate communications media

General Barriers

Difficult to distinguish between fact and opinion
Poor communication techniques
Poor timing
Fatigue
Personality conflicts
Little or no feedback
Excessive pressure for results
Situation too emotional
Win-lose attitudes
Strong feelings about the subject
Significant rank differences between sender and receiver
Low morale
Too much time pressure
Sender or receiver frustration
No common code

Communication Skills

Definition: The process of stimulating meaning in the minds of others by means of a message

70 PERCENT OF OUR WAKING DAY IS SPENT COMMUNICATING:

9 percent is spent writing

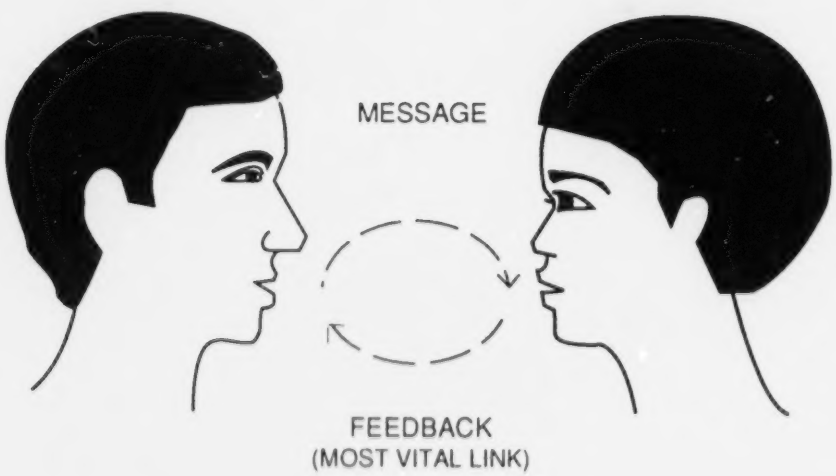
16 percent is spent reading

30 percent is spent talking

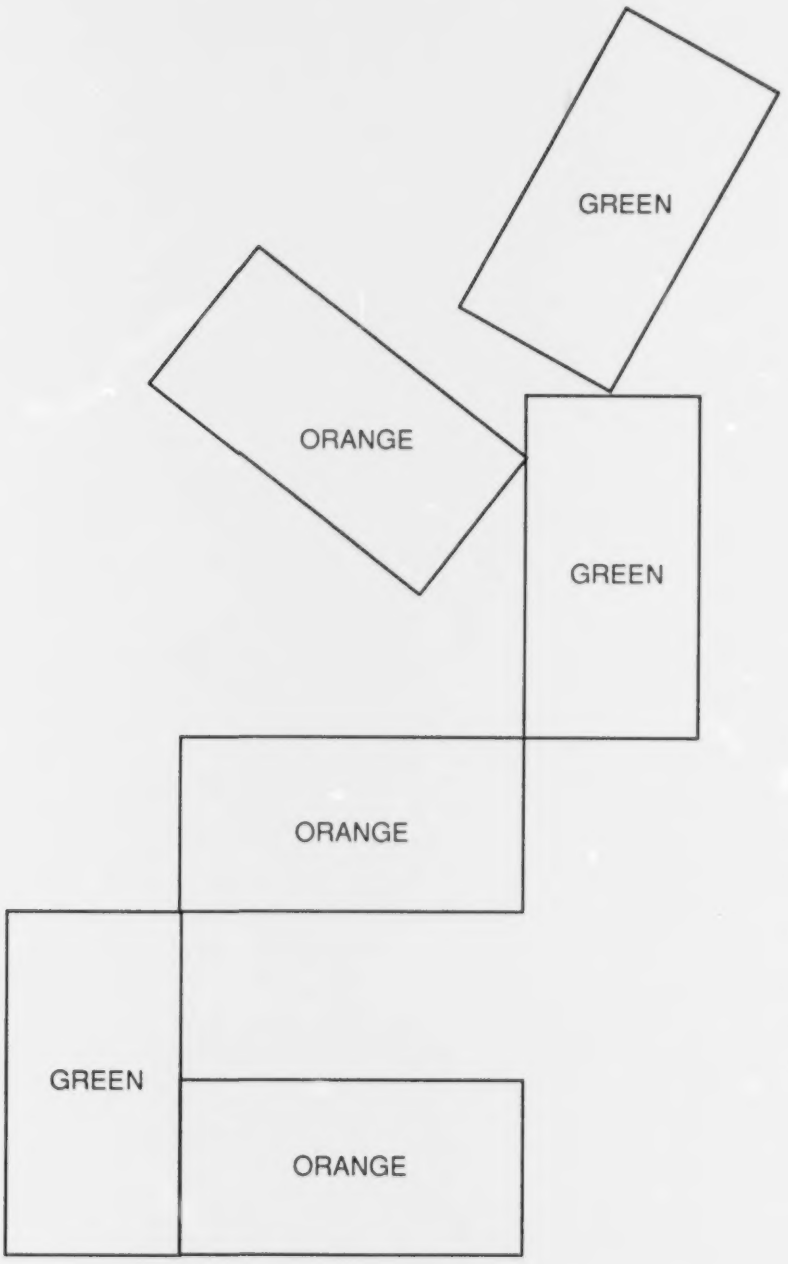
45 percent is spent listening

COMMUNICATION IS RECEIVER-ORIENTED

SENDER (TEACHER) RECEIVER (STUDENT)



Card Arrangement 1



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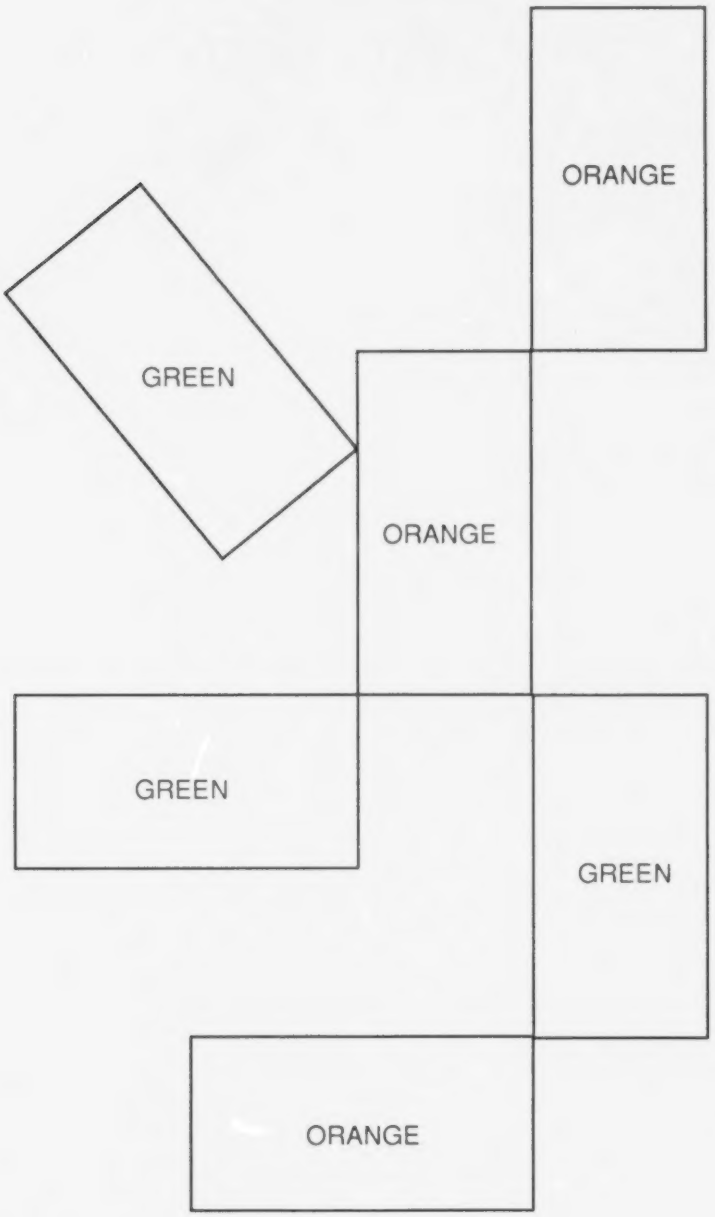

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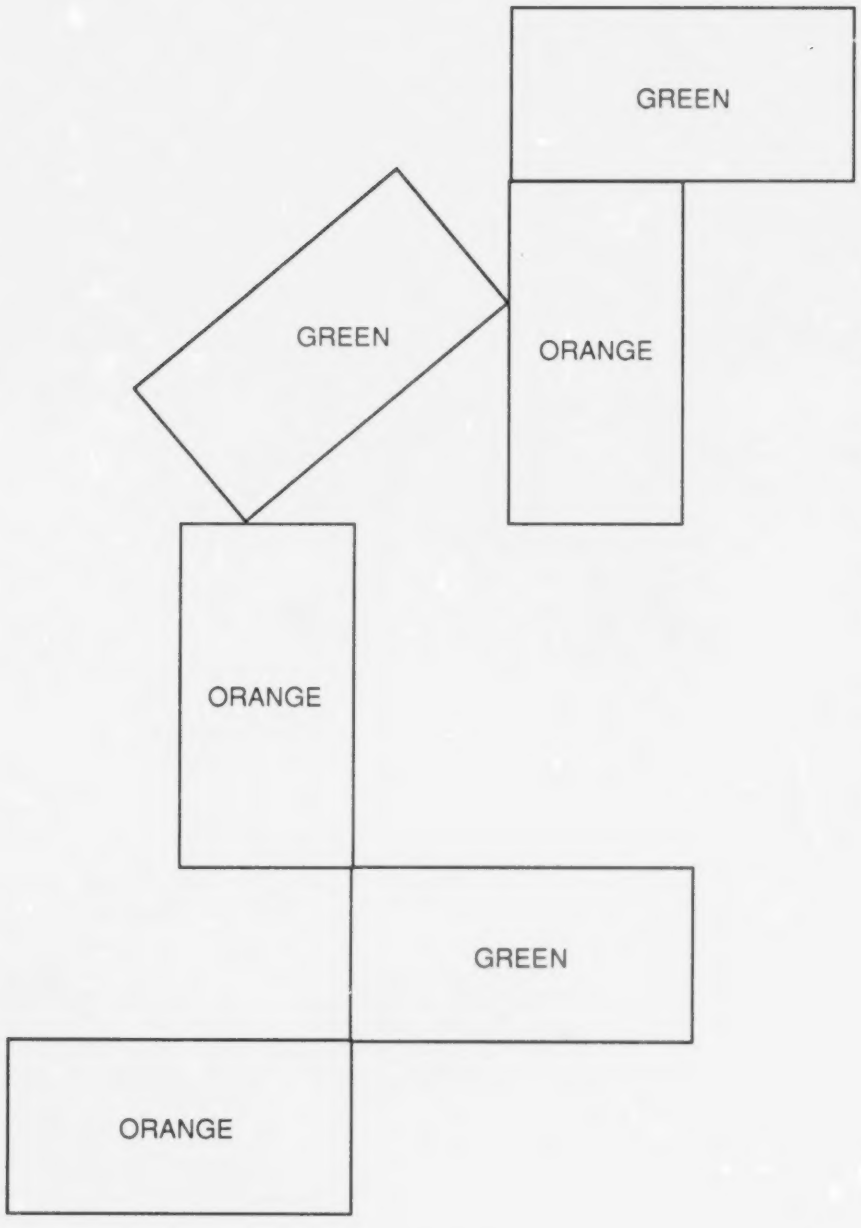

ACTIVITY VII — DAY ONE

OBJECTIVE: To review public speaking techniques and to provide an opportunity for participants to practice speaking.

TIME: 1430–1645.

MATERIALS: Sets of file cards, each having a one-word topic suitable for an impromptu speech.

PROCEDURES:

1. The activity leader uses the following materials to review purposes and techniques for public speaking.
   a. Public speaking is an enlargement of conversation with greater direction and clarity. Public speaking will:
      (1) Give you self-confidence.
      (2) Propagate your views.
      (3) Broaden your education.
      (4) Enrich your social life.
   b. Remember that public speaking is a performing art. Live it, feel it, and enjoy it.
   c. Preliminary techniques are essential for continual growth and success in public speaking.
      (1) Regularly practice speaking to an audience.
      (2) Don't read your speech.
      (3) Don't waste time memorizing speech headings or speeches.
      (4) Spe[illegible] from notes.
      (5) Handle your notes confidently; don't try to hide them.
      (6) Three essential vocal qualities are:
         (a) Ample power.
         (b) Perfect clarity.
         (c) Unhurried pace.

2. Planning your speech will include theme definition and delivery preparation.

   a. Whenever you can, plan your speeches, define your theme, and write it down. The four types of themes are:

      (1) Imparting information.

      (2) Inspiring or persuading.

      (3) Arousing emotion.

      (4) Obtaining action.

   b. Always adapt your speech and delivery to suit your audience. Don't speak too long. Your notes should be brief, legible, and easily handled. Review your notes before delivering the speech and be ready to modify your plan if the situation should dictate.

3. The basic speech structure includes an opening, a body, and a conclusion.

   a. The opening *indicates what you're going to tell and:*

      (1) Wins favorable attention.

      (2) Indicates your subject.

      (3) Arouses interest in the subject.

      (4) Unifies the thoughts and emotions of the audience.

      (5) Never begin with an apology or self-belittlement. Begin firmly. Announce your subject promptly.

      (6) Choose an effective opening technique, such as historical reference, personal reference, quotation, timely reference (current events), a question.

      (7) Wherever possible, use combinations of opening techniques. Your opening is approximately one-tenth of your speech.

   b. The purpose of the body is to *tell it.*

      (1) It is important to select a few interesting and strong points. However, don't complicate with too many points.

      (2) Treat each point in three ways: state, demonstrate, recapitulate.

      (3) Try to use one way, or a combination of the following six, to demonstrate points:

         (a) Appeal to reason.

         (b) Cite example.

         (c) Quote statistics.

         (d) Quote authority.

(e) Draw a comparison.

(f) Appeal to emotion.

(4) Try to separate new points by using a pause or vocal change.

c. The purpose of the conclusion is *to tell what you have told.* The conclusion should be strong, clear, and meaningful. Six techniques for a good conclusion include summary, anecdote, quotation, question, call for action, and restatement of the theme.

4. Strive to maintain vocal power (be dynamic) to the last word. End firmly, stand still, and wait for the applause. Don't end with "I thank you."

   a. Correct breathing produces vocal power and physical stamina. Shoulder breathing and chest breathing are inadequate. Diaphragm breathing is the easiest and best method. Exercise to develop deep automatic diaphragm breathing. Slow, deep breathing soothes the nerves. Never let yourself get short of breath while speaking.

   b. A voice is simply a good habit. Do not make nonverbal noises during pauses. Develop self-confidence; it will improve your voice. Good posture and muscle relaxation improve your voice. To make yourself heard easily, project. To make yourself understood, articulate. Use a variety of pace, pitch, power, and tone. Work persistently for vocal development.

   c. The speaker transforms ideas into words. Develop a copious vocabulary. Know the meanings of the words you use. Mispronunciation undermines your authority. The qualities of a good speaking style are clarity, simplicity, vividness, and variety. Beware of using "I" too often. Appeal often to the audience's knowledge: "You know." Cite multiple authorities: "They say."

   d. Public speaking can be a very stimulating, enjoyable, and dynamic feeling. Always be totally prepared.

5. The activity leader explains that participants give 2-minute impromptu speeches on topics written in the set of cards.

   a. The leader calls on participants and gives each a file card topic as he or she comes to the front to speak. Each participant comes forward, takes the file card, and makes a 2-minute impromptu speech.

   b. When all participants have spoken, the leader thanks all for their participation and briefly discusses the merits of preparation.

Suggested Topics for 2-Minute Impromptu Presentation

Rug
Shoes
Carrot
Lead
Submarine
Diapers
Magic
Chair
Hat
Chain link fence
Handle
Moon
Apple

Leather
Cow
Widow
Squirrel
Necktie
Scotch
Stamp
Oil
Tree
Big toe
Pillow
Teeth
Spoon

Cheese
Hair
Frogs
Bail
Automobile
Wizard
Psycho
Life saver
Dolls
Shrimp
Door
Television
Devil

ACTIVITY VIII — DAY ONE

OBJECTIVE: To provide an opportunity for summary and feedback.

TIME: 1645–1700.

MATERIALS: None.

PROCEDURES:

1. The activity leader briefly reviews the day's objectives to assist participants in reviewing their own learning.
   a. The purpose of Day One was to familiarize participants with each other, their teams, their trainer/mentors, and the nature of the training program.
   b. Participants were given an opportunity to develop an understanding of the DARE program.
   c. Participants were given an explanation of the qualities and skills they are expected to exhibit to become certified DARE officers.
   d. Participants were given an opportunity to review and practice effective communication and public speaking skills.
2. The activity leader asks for questions and concerns.

OBJECTIVES FOR DAY TWO

To orient participants to the goals and activities of the DARE OFFICER'S TRAINING SEMINAR, the activity leaders will:

1. Review and model-teach effective teaching methodologies and learning modalities as interrelated parts of the teaching-learning process.

2. Review and demonstrate effective classroom management techniques for teaching schoolchildren.

3. Provide an opportunity for summary and feedback.

4. Clarify homework and participation requirements.

AGENDA FOR DAY TWO

Time	Activity	Activity Leader
0800–1200	**Activity I** Teaching Methodology	*Educational Expert*
1200–1300	**LUNCH**	
1300–1615	**Activity II** Classroom Management	*Educational Expert*
1615–1630	**Activity III** Summary, Feedback, and Evaluation	*Training Staff*
1630–1700	**Activity IV** Team Meetings	*Mentor/Trainers*

ACTIVITY I — DAY TWO

OBJECTIVE: To review and give examples of effective teaching methodologies and learning modalities as interrelated parts of the teaching/learning process.

TIME: 0800–1200.

MATERIALS: Overhead projector.
Presenter handouts.

PROCEDURES:

1. The activity leader introduces the educational expert.
2. The educational expert presents the three aspects of the teaching/learning process.
   a. The presenter explains the sensory channels through which people receive and retain information.
      (1) Visual: eyes.
      (2) Auditory: ears.
      (3) Kinesthetic: large and small muscles, sense of touch.
   b. The presenter gives an overview of the learning levels of the brain.
      (1) R-Complex (reptilian).
      (2) Limbic System (old mammalian brain).
      (3) Neocortex.
   c. The presenter demonstrates ways to efficiently capitalize on the learning styles of all students:
      (1) Model or show the visual learner the skill to be learned.
      (2) Tell the auditory learner every step of the skill to be learned.
      (3) Provide the kinesthetic learner with an opportunity to do or feel as much as possible.

ACTIVITY II — DAY TWO

OBJECTIVE: To review and demonstrate effective classroom management techniques for teaching schoolchildren.

TIME: 1300–1615.

MATERIALS: Overhead projector.
Presenter handouts.

PROCEDURES:

1. Through explanation and modeling, the presenter discusses six components of effective classroom management.
   a. The teacher builds positive relationships by:
      (1) Aligning and setting goals.
      (2) Providing for basic human needs.
      (3) Maintaining healthy interactions.
      (4) Knowing the students.
      (5) Clarifying academic expectations.
      (6) Teaching for success.
      (7) Developing student responsibility and ownership for the success of the class.
   b. The teacher sets the rules.
      (1) The process may be group involvement or teacher decisions.
      (2) Types of rules include general behaviors and specific procedures.
   c. The teacher enforces the rules by:
      (1) Using preventive strategies.
      (2) Clarifying classroom rules and procedures.
      (3) Maintaining positive classroom environment.
      (4) Management by wandering around (MBWA).
         (a) Proximity.
         (b) Visibility.

(c) Mobility.

(d) Positive nonverbal communication.

(e) Eye contact.

(5) Displaying no anger; no challenge.

d. The teacher uses incentives by:

(1) Giving positive reinforcement.

(2) Giving appropriate choice.

(3) Using cooperative learning groups.

(4) Relating incentives to personal responsibility.

e. The teacher builds support systems by:

(1) Developing personal relationships with students.

(2) Planning supportive comments to be made before class begins, when class begins, during class, and at the end of class.

(3) Using student-to-student peer support.

(4) Encouraging teacher-to-teacher peer support.

(5) Building administrative support.

(6) Developing parent support.

(7) Becoming familiar with legal systems and private agencies as out-of-school supports.

f. The teacher teaches and models problem-solving strategies by:

(1) Identifying the issue.

(2) Developing possible solutions.

(3) Projecting consequences for each solution.

(4) Selecting the most effective solution.

(5) Describing activities necessary to implement the selected solution.

(6) Implementing the schedule.

(7) Recognizing the progress.

(8) Evaluating the effectiveness of the action taken.

(9) Using the evaluation as a guide for future discussions, actions, and agendas.

ACTIVITY III — DAY TWO

OBJECTIVE: To provide an opportunity for summary and feedback.

TIME: 1615–1630.

MATERIALS: None.

PROCEDURES:

1. The activity leader briefly reviews the day's objectives to assist the participants in reviewing their own learning:
   a. The purpose of Day Two is to familiarize participants with the methodologies used in teaching and the modalities of learning.
   b. Participants were given an opportunity to review and observe some effective classroom management techniques.
2. The leader asks for questions and concerns.

ACTIVITY IV — DAY TWO

OBJECTIVE: To clarify homework and participation requirements.

TIME: 1630–1700.

MATERIALS: Three-Minute Speech Outline handouts.

PROCEDURES:

1. The mentor/trainers explain that participants will be asked to prepare a 3-minute presentation as a homework assignment. These presentations will be made to the seminar group the following morning.

2. The mentor/trainers explain that participants are to prepare a 3-minute presentation on any topic other than law enforcement and that an outline for the presentation must be given to a mentor/trainer the morning before the presentation.

THREE-MINUTE SPEECH OUTLINE

I. STRUCTURE

A. OPENING - Tell what you are going to tell.

Win attention.
Indicate subject.
Arouse interest.
Unify thoughts and emotions.
Pose a question.
Cite a current event.
Quote an authority.
Make a personal reference.

B. BODY - Tell it!

Select a few interesting and strong points. State, demonstrate, and recapitulate each point.

C. CONCLUSION - Close strongly, clearly, and meaningfully.

Summarize.
Tell an anecdote.
Quote authorities.
Question the listeners.
Call for action.

II. ADDITIONAL HELPFUL HINTS

Do not chew gum.
Do not say "before we begin."
Use eye contact.
Use your voice.
Prepare! Get your timing down!

OBJECTIVES FOR DAY THREE

To demonstrate enhanced communication skills and review classroom management techniques, the activity leaders will:

1. Provide an opportunity for participants to demonstrate learning communication skills and public speaking techniques.
2. Present an overview of Lesson 1 and Lesson 2 of the DARE curriculum.
3. Model-teach Lessons 3–6 of the DARE curriculum.
4. Review the methodologies and classroom management techniques demonstrated in the lessons that they model.
5. Provide an opportunity for feedback and summary.

AGENDA FOR DAY THREE

Time	Activity	Activity Leader
0800–1100	**Activity I** Practicum: Three-Minute Prepared Presentation	*Training Staff*
1100–1200	**Activity II** Curriculum Overview: Lessons 1 and 2	*Certified Educational Agency Representative Mentor/Trainers*
1200–1300	**LUNCH**	
1300–1645	**Activity III** Curriculum Modeling: Teaching Lessons 3–6	*Certified Educational Agency Representative Mentor/Trainers*
1645–1700	**Activity IV** Summary and Feedback	*Training Staff*

ACTIVITY I — DAY THREE

OBJECTIVE: To provide an opportunity for participants to demonstrate communication skills and public speaking techniques.

TIME: 0800–1100.

MATERIALS: Participants' presentation outlines.

PROCEDURES:

1. The activity leader will explain that each participant will be called upon to make a 3-minute presentation.
2. The leader will instruct the mentor/trainers to time the presentations and to hold up 30-second warning cards for presenters.
3. The trainees will be reminded that mentor/trainers will critique each presentation and meet with trainees to review and discuss the critique of the presentation.
4. The leader will call on trainees to make their 3-minute presentation.
5. Mentor/trainers will meet with each team member to review and discuss the presentations.

ACTIVITY II — DAY THREE

OBJECTIVE: To present an overview of Lesson 1 and Lesson 2 of the DARE curriculum.

TIME: 1100–1200.

MATERIALS: DARE 5–6 curriculum, pp. 3–15.

PROCEDURES:

1. The activity leader "talks through" Lessons 1 and 2 of the DARE curriculum. Participants follow in their curriculum notebooks.

2. The leader emphasizes the following information:

   a. The curriculum uses the term *discuss* to mean a classroom discussion that elicits statements of feeling and opinion.

   b. The curriculum uses the term *summarize* to mean that the DARE officer restates the major points of a discussion, including agreements that were reached.

   c. The curriculum uses the term *review* to mean the DARE officer's method of connecting one lesson to another or building a foundation for new material.

   d. A review is intended to trigger recall or prepare for something new; it can be done with discussion, questions, or comments.

3. The leader points out the teaching methodology used within each lesson and gives examples of how the different learning modalities are incorporated using the following examples:

   a. Role play; encouragement of reasons for true-false and yes-no answers; followup homework.

   b. Reading; underlining; color-coding.

4. The leader reviews the classroom management techniques best used within these lessons:

   a. Raised hands.

   b. Numbering responders so no one is left out.

   c. Use of proximity.

   d. Restate rules.

5. The leader explains that the mentor/trainers will model complete lessons during the remainder of the day and the following morning. Participants should note the use of specific strategies modeled.

ACTIVITY III — DAY THREE

OBJECTIVE: To model-teach DARE curriculum: Lessons 3–6, and to review the methodologies and management skills demonstrated.

TIME: 1300–1645.

MATERIALS: DARE 5–6 curriculum, pp. 15–34.

PROCEDURES:

1. The mentor/trainer will model-teach following these procedures:
   a. Lessons are to be exact replications of lessons taught to the schoolchildren.
   b. Participants are asked to be involved as though they were sixth-grade students.
   c. Classroom management techniques are modeled through the use of behavioral "cue cards."
   d. Use of the question box is modeled within each lesson.
   e. Each lesson incorporates the use of specific teaching methodologies and learning modalities.

2. The mentor/trainer will lead a discussion after the lesson has been model-taught using these questions:
   a. How were the various learning modalities incorporated?
   b. What management techniques did you observe and when?
   c. How was the transition from the previous lesson to this one accomplished?
   d. What else might I have done?
   e. Are there any questions or concerns?

ACTIVITY IV — DAY THREE

OBJECTIVE: To provide an opportunity for feedback and summary.

TIME: 1645–1700.

MATERIALS: None.

PROCEDURES:

1. The activity leader briefly reviews the day's objectives to help the participants review their learning.
   a. The purpose of Day Three was to provide practice in public speaking.
   b. Participants were given an opportunity to observe, to take part in, and to discuss the actual DARE lessons as they were modeled by the training staff.
2. The activity leader asks for questions and concerns.

OBJECTIVES FOR DAY FOUR

To develop familiarity with the DARE curriculum and with model-teaching methods, the activity leader will:

1. Model-teach DARE curriculum: Lessons 7, 8, 9, and 10.
2. Overview DARE curriculum: Lessons 11, 12, 13, 14, 15, and 16.
3. Overview and model-teach DARE curriculum: Lessons K–4
4. Assist participants with preparation of lessons for model-teaching.

AGENDA FOR DAY FOUR

Time	Activity	Activity Leader
0800–1200	**Activity I** Curriculum Modeling: Teaching Lessons 7, 8, 9, and 10	*Certified Educational Agency Representative Mentor/Trainers*
1200–1300	**LUNCH**	
1300–1500	**Activity II** Curriculum Overview: Lessons 11, 12, 13, 14, 15, and 16	*Certified Educational Agency Representative Mentor/Trainers*
1500–1600	**Activity III** Curriculum Modeling and Overview: Lessons K–4	*Certified Educational Agency Representative Mentor/Trainers*
1600–1700	**Activity IV** Team Meetings for Lesson Preparation	*Mentor/Trainers*

ACTIVITY I — DAY FOUR

OBJECTIVE: To model-teach DARE curriculum: Lessons 7, 8, 9, and 10.

TIME: 0800–1200.

MATERIALS: DARE 5–6 curriculum, pp. 35–61.

PROCEDURES:

1. The activity leader does model-teaching for each lesson, following these regulations:
   a. The lessons are to be exact replications of lessons taught to school-children.
   b. Participants are to be involved as though they were sixth-grade students.
   c. Classroom management techniques are modeled through the use of behavioral "cue cards."
   d. Use of the question box is modeled within the lesson.
   e. Each lesson incorporates the use of specific teaching methodologies and learning modalities.

2. The mentor/trainer will lead a discussion after the lesson has been model-taught using these questions:
   a. How were the various learning modalities incorporated?
   b. What management techniques did you observe and when?
   c. How was the transition from the previous lesson to this one accomplished?
   d. What else might I have done?
   e. Are there any questions or concerns?

ACTIVITY II — DAY FOUR

OBJECTIVE: To overview DARE curriculum: Lessons 11, 12, 13, 14, 15, and 16.

TIME: 1300–1500.

MATERIALS: DARE 5–6 curriculum, pp. 63–91.

PROCEDURES:

1. The activity leaders "talk through" the various lessons while participants follow in their curriculum notebooks.
2. The activity leaders point out the teaching methodology used within each lesson and give examples of how the different learning modalities can be incorporated.
3. The activity leaders review the classroom management techniques that have proven useful within these particular lessons.

ACTIVITY III — DAY FOUR

OBJECTIVE: To overview and model-teach the DARE curriculum: Lessons K–4.

TIME: 1500–1600.

MATERIALS: DARE K–4 curriculum.

PROCEDURES:

1. The activity leader "talks through" the lessons while participants follow in their curriculum notebooks.
2. The activity leader covers the following information specific to lower grade presentations:
   a. The officer/instructor must be aware of attention span and skills of this age group.
   b. The officer/instructor should sit on the floor or a low chair so that eye contact is possible.
   c. The officer/instructor needs to go slowly and be patient.
3. The mentor/trainer does the teaching of a kindergarten lesson.
   a. Trainees sit on the floor in the front of the room and role play kindergarten children.
   b. One mentor/trainer might role play a kindergarten child, in behavior as well as attire.
   c. The teaching method emphasizes the use of appropriate visual aids (hand puppets, storybook, flannel board, study prints).
4. The activity leader points out the teaching methodology used and gives examples of how the different learning modalities can be incorporated in the lessons.
5. The activity leader reviews the classroom management techniques which are best utilized with students in these grades.
6. The activity leader summarizes the K–4 model.

ACTIVITY IV — DAY FOUR

OBJECTIVE: To assist participants with preparation of a model-teaching lesson.

TIME: 1600–1645.

MATERIALS: Participants' lesson plans.
DARE curriculum.

PROCEDURES:

1. The activity leader assigns each trainee one of the DARE lessons (3–10) to be model-taught as a 45-minute lesson during Week Two of the training seminar.

2. The activity leader also assigns the exact day, time, and room location of the scheduled lesson assignment.

3. The activity leader sends each team to a specific location for team meetings.

4. During the team meetings, the mentor/trainer explains the assignment.
   a. Each assigned lesson has a concept and key elements.
   b. The lessons are to follow the format of the curriculum guide.
   c. Participants are to check the availability of preparation materials, such as chart paper, markers, overhead projector, and so forth.
   d. Participants are to prepare an outline of the assigned lesson as part of the preparation for teaching.
   e. Each participant will teach 20 minutes of the assigned lesson during a team meeting to be held on the afternoon of Day Five.
   f. Business attire or a uniform will be required when teaching the 45-minute lesson.
   g. The mentor/trainer completes a "Critiquing for Success" form during each presentation and provides feedback for each participant.
   h. Team members critique and assist each other.

5. Presentation of the mini-lesson will help prepare for the teaching activity the following week, clear up any misconceptions, help the participants to recognize pitfalls, and provide support for the team members.

OBJECTIVES FOR DAY FIVE

To understand the partnership of the program and the schools, the activity leaders will:

1. Model a DARE presentation for faculty inservice meeting.
2. Explain and demonstrate a system for scheduling DARE lessons in the school.
3. Assist the participants with lesson preparation and application.

AGENDA FOR DAY FIVE

Time	Activity	Activity Leader
0800–0900	**Activity I** Modeling of Faculty Inservice Meeting	*Certified Educational Agency Representative Training Staff*
0900–1000	**Activity II** Curriculum Overview: Class Scheduling	*Training Staff*
1000–1200	**Activity III** Workshop: Curriculum Application	*Training Staff*
1200–1300	**LUNCH**	
1300–1700	**Activity III** Workshop: Curriculum Application (continued)	*Training Staff*

ACTIVITY I — DAY FIVE

OBJECTIVE: To model a DARE presentation to a faculty inservice meeting.

TIME: 0800–0900.

MATERIALS: Faculty information packets.

PROCEDURES:

1. The activity leader explains that the purposes of a presentation to a faculty inservice meeting are to:
   a. Create support for the DARE program among the faculty.
   b. Explain the purpose and scope of the DARE curriculum.
   c. Emphasize the importance of the program culmination and to enlist assistance for it.
   d. Present an organized, professional, dedicated impression.
2. The activity leader discusses the elements needed for the presentation.
   a. The officer prepares information packets for Five and Six core teachers and K–4 teachers.
   b. The officer prepares an outline of the topics to be covered.
   c. When possible, the officer plans to use visual materials, such as the overhead projector, prepared chart materials, or slides.
   d. The officer requests projectors, screens, extension cords, and any other needed equipment ahead of time.
3. The activity leader models a presentation to the faculty, which includes the following statements:
   a. The alarming substance abuse problem is *not* just a home problem, school problem, or community problem. The solution requires cooperation from home, school, and community. The DARE program is one part of the solution.
   b. DARE is instruction and, as such, includes language arts, health education, and social science concepts and skills.
   c. The curriculum is research-based, pilot-tested, and proven. It was developed by the Los Angeles Unified School District as a joint venture with the Los Angeles Police Department.

d. The curriculum is taught by uniformed law enforcement officers because research has shown that it brings needed credibility to the content.

e. DARE officers are trained to deliver this curriculum but are not credentialed teachers. Therefore, the credentialed teacher must remain in the classroom.

f. The curriculum includes followup materials and activities with which teachers assist in this program.

g. The question box is a way for students to get information in an anonymous way. Students may place questions in the box during the week and the officer will respond to them during the lesson.

h. The lessons include topics such as peer pressure, self-esteem, support systems, ways to say no, and decisionmaking.

i. The culmination is the final lesson. Students are asked to write statements about how they will live healthy lives and not use drugs. Research has shown that making a public commitment has a great deal to do with sticking to a plan. Some students are selected to share their writing at the culmination. Assistance is needed to provide the most meaningful culmination (calligraphy for certificates, assignment of other students to serve refreshments, program preparation, and so forth).

j. The officer will spend time on the playground as well as in the classroom. The intent is for the students to have access to the officer in an informal and "fun" situation. Officers do not engage in law enforcement activity as DARE officers.

k. It has been helpful when teachers give point credit or some sort of reinforcement for students whose parents attend parents' night.

4. The activity leader points out that officers arrange for a specific meeting with core class teachers at a later time.

5. The activity leader asks for questions and concerns.

ACTIVITY II — DAY FIVE

OBJECTIVE: To explain and demonstrate a system for scheduling DARE program lessons in the school.

TIME: 0900–1000.

MATERIALS: Scheduling samples.

PROCEDURES:

1. The activity leader explains the steps for developing a system for scheduling lessons.
   a. The officer sets a meeting with the school principal or designee to work out the schedule for that school.
      (1) Core classes are the 17 once-a-week, 1-hour lessons for the upper elementary level.
      (2) Visitations are the 10- to 20-minute lessons done for the other K–4 elementary grade levels.
      (3) The number depends upon the number of core classes and the overall size of the school.
   b. The officer needs copies of the school calendar, the teacher roster, and the bell schedule for each school.
   c. To schedule lessons, the officer first marks out the holidays, testing dates, field trip dates, special event and assembly dates, and shortened or modified schooldays for each school.
   d. The officer obtains additional information needed for each school: the special unusable time such as reading blocks; the times when bilingual aides are available if needed; and the presence of special pullout programs such as counseling groups, resource students, and music lessons.
   e. The officer develops a tentative schedule based upon all the above data for use in the planning meeting.

f. The DARE officer should make early culmination plans:

(1) Where and when the culmination ceremony will be held.

(2) Who will take care of the various tasks.

(3) How the certificates will be prepared.

2. The activity leader supervises practicum in scheduling.

a. The activity leader will distribute appropriate handouts.

b. Participants complete a DARE semester schedule for one school.

Sample for Scheduling:
1989–90 Class List

	Grade	Teacher	Room
1.	K	A. MEISTER	K–3 (morning)
2.	K	C. BYRNE	K–3 (afternoon)
3.	K	C. KASAL	K–4 (morning)
4.	K	E. FRANLIN	K–4 (afternoon)
5.	1	A. WHITE	16
6.	1	G. HAYNES	17
7.	1	C. KWAN	18
8.	2	T. BEDFORD	24
9.	2	S. BUCK	2
10.	2	S. MARLOWE	20
11.	3	F. ATLAS	28
12.	3	F. MARTINEZ	29
13.	3	J. THOMPSON	31
14.	4	K. SATO	25
15.	4	K. STARKS	13
16.	4	J. SILVA	14
17.	4–5	L. STANINSLAW	11
18.	5	M. MAY	9
19.	5	M. LEWIS	10
20.	5	C. CLAYCOMB	26
21.	5–6	R. IBARRA	6 (6 sixth graders; 20 fifth graders)
22.	6	P. McGIVERN	5
23.	6	M. MUCHA	7
24.	6	S. McGEE	8
25.	EH	G. COYLE	27 (4 sixth graders)

SCHOOL BEGINS—0815
RECESS—1005–1025
LUNCH—1230–1315
SCHOOL ENDS—1415

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SAMPLE:
SPRING 1990 DARE SCHOOL OPERATION SCHEDULE
(TRADITIONAL SCHOOLS)

*FEBRUARY	5–9	Schedule Classes/Visitations
*FEBRUARY	12–16	LESSON 1
*FEBRUARY	19–23	LESSON 2
FEBRUARY	26–MARCH 2	LESSON 3
MARCH	5–9	LESSON 4
MARCH	12–16	LESSON 5
MARCH	19–23	LESSON 6
MARCH	26–30	LESSON 7
APRIL	2–6	LESSON 8
***APRIL	9–13	SPRING RECESS
APRIL	16–20	LESSON 9
APRIL	23–27	LESSON 10
APRIL	30–MAY 4	LESSON 11
MAY	7–11	LESSON 12
MAY	14–18	LESSON 13
MAY	21–25	LESSON 14
*MAY	28–JUNE 1	LESSON 15
JUNE	4–8	LESSON 16
JUNE	11–15	LESSON 17
		CULMINATION WEEK
**JUNE	18–22	SCHOOL GRADUATION

*Four-day work week: February 12, 1990 - Lincoln's Birthday
February 19, 1990 - Washington's Birthday; May 28, 1990 - Memorial Day

**School final week: June 18–22, 1990

***Spring recess/Easter Sunday: April 9–13, 1990, April 14, 1990

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Program	School	Officer

ACTIVITY III — DAY FIVE

OBJECTIVE: To assist participants with lesson preparation and application.

TIME: 1000–1200.
1200–1300 LUNCH.
1300–1700.

MATERIALS: DARE curriculum.
Participants' lesson plans.

PROCEDURES:

1. The activity leader announces the meeting location for each team.
2. For each team, the mentor/trainer and team members meet in the assigned location.
3. In each group, team members have an opportunity to teach 20 minutes of their assigned 45-minute lesson.
4. Each team member has an opportunity to provide feedback to each presenter.
5. The mentor/trainer summarizes each critique discussion and provides each presenter with positive feedback and suggestions for improving skills.

OBJECTIVES FOR DAY SIX

To update trainees' knowledge of narcotics and to evaluate officer and school relations, the activity leaders will:

1. Review current available drug information.

2. Present up-to-date information on the stages of chemical use and dependency, family dynamics, and adolescent development.

3. Outline techniques for strengthening relations between the DARE officer and the school.

4. Supervise a practicum: evaluate participants' lesson presentations for the DARE curriculum.

AGENDA FOR DAY SIX

Time	Activity	Activity Leader
0800–1000	**Activity I** Narcotics Overview	*Law Enforcement Agency Representative*
1000–1200	**Overview:** Stages of Chemical Use and Dependency; Family Dynamics; Adolescent Development	*Professional Substance Abuse Treatment Agency Representative*
1200–1300	**LUNCH**	
1300–1400	**Activity III** DARE Officer and School Relations	*Regional Law Enforcement Agency Representative Certified Educational Agency Representative*
1400–1700	**Activity IV** Practicum: DARE Curriculum	*Mentor/Trainers*

ACTIVITY I — DAY SIX

OBJECTIVE: To review current drug information.

TIME: 0800–1000.

MATERIALS: Presenter handouts.

PROCEDURES:

1. The law enforcement agency representative provides up-to-date information on cannabis, cocaine and other stimulants, PCP, LSD and other hallucinogens, depressants, narcotics, and "designer drugs."

2. The presenter distributes handouts.

ACTIVITY II — DAY SIX

OBJECTIVE: To overview current information on the stages of chemical use and dependency, family dynamics, and adolescent development.

TIME: 1000–1200.

MATERIALS: Presenter handouts.

PROCEDURES:

1. The representative from the substance abuse treatment agency presents the following information:

   a. Chemical dependency is an illness.

      (1) Definition: the overwhelming urge to use regardless of the consequences.

      (2) Chemical dependency is a primary illness with symptoms and a predictable progressive course that is incurable but treatable. Untreated chemical dependency can prove to be fatal.

      (3) The illness is a family illness because members of the family are affected and exhibit their own symptomology.

      (4) Symptoms of dependency include character change, blackouts, changes in usual patterns, physical problems, sneaky behavior, loss of control, defensive postures, tolerance, change in value system, or denial.

   b. The stages of chemical use and abuse are recognizable.

      (1) *Experimental use*: occasional, often unplanned use; low tolerance; thrill of defiance or acting grownup; little use of "hard" drugs.

      (2) *Regular use*: regular planned use; risktaking increases; tolerance increases; may begin to skip school and lie to parents; friends and activities may change; may get into trouble with parents or the law; values begin to be compromised.

      (3) *Daily preoccupation*: use increases, social use decreases; getting loaded rather than high; may use any substance; possible theft; money problems; dealing; increased truancy and family confrontations; most straight friends are dropped; blackouts; stash kept; often a DUI, accident, or arrest; strong defensiveness and denial; often geographical changes.

(4) *Dependency signs include*: substance used to escape self and feel "normal"; seldom attends school; physical problems; guilt feelings increase along with low self-image and self-hate; paranoia increases; loss of control over use; memory loss; legal problems.

c. Family dynamics are a reflection of the illness:

(1) Families operate as a system: roles, relationships, power distribution.

(2) Family illness has a process: denial, elimination, disorganization, reorganization, escape, realization, recovery.

(3) Family survival depends on roles: chief enabler, family hero, scapegoat, lost child or adult, mascot.

(4) Enabling devices operate: denial, loss of self-respect, collusion.

d. Adolescent development is a major issue:

(1) Major adolescent issues are physiological changes, cognitive growth, family relations, same and opposite sex peer relations, personal identity.

(2) Major adolescent influences are self-esteem and peer pressure.

2. The presenter distributes handouts.

ACTIVITY III — DAY SIX

OBJECTIVE: To outline techniques for strengthening officer/school relations.

TIME: 1300–1400.

MATERIALS: None.

PROCEDURES:

1. The activity leaders discuss useful techniques for strengthening relations between DARE officers and the school.
   a. Regional, district, or community meetings to review the purposes of the DARE program.
   b. Meetings of the DARE officer and individual school principals.
   c. Meetings of the DARE officer and individual classroom teachers.
   d. Staff/parent presentations.
   e. Schoolday activities:
      (1) Activities with students.
      (2) Joining the P.T.A.
      (3) Faculty meetings, lounge.
      (4) Lunchtime.
      (5) Integrity as an issue.
   f. Off-duty conduct of DARE officers:
      (1) Summer jobs.
      (2) Neighborhood awareness.
   g. Managing stress:
      (1) Preparation for lessons.
      (2) Attention to personal health.
      (3) Coping with classroom visitors (community and school leaders, media, etc.).
      (4) Answering questions concerning program from all interested parties.
2. The activity leaders conduct a question-and-answer session.

ACTIVITY IV

DAY SIX

OBJECTIVE: To evaluate participants' lesson presentations.

TIME: 1400–1700.

MATERIALS: "Critiquing for Success" forms.

PROCEDURES:

1. The activity leader directs participants to report to their presentation locations.
2. The activity leader makes sure that each location has a sufficient number of "Critiquing for Success" forms.
3. Selected participants will present their 45-minute lessons.
4. Each mentor/trainer leads a critiquing discussion following each presentation and collects and reviews critique forms, returning them to presenters later.

CRITIQUING FOR SUCCESS:
DARE OFFICERS' TRAINING

INSTRUCTOR_____ LESSON _____ TIME: START _____ END _____

Evaluate the instructor by utilizing the following factors. The growth of the instructor will depend upon your specific observations. Your comments will benefit his or her classroom presentations.

	Factors To Consider	Comments
1.	**Organization of Class** Greeting, DARE box, review lesson, summary	
2.	**Instructor's Knowledge** Met purpose and objective of lesson, preparation	
3.	**Teaching Techniques** Use of teaching methodologies, visual aids, role playing	
4.	**Classroom Management** Stayed on task; MBWA; fair, firm and friendly	
5.	**Ability To Motivate** Enthusiastic, appropriate use of humor, maintained students' interest	
6.	**Speech** Intonation, inflection, vocal projection, sentence structure	
7.	**Professional** Demeanor, classroom presence, body language	
8.	**Class Participation** Student involvement, responded appropriately to questions to students	
9.	**Taught Lesson on Appropriate Grade Level**	
10.	**Overall Opinion of Instructor's Performance**	

(Please complete comments on the other side)

OBJECTIVES FOR DAY SEVEN AND DAY EIGHT

To demonstrate skills in lesson preparation and presentation, the activity leaders will:

1. Provide opportunities for participants to demonstrate their acquisition of skills while teaching assigned DARE program lessons.

2. Provide opportunities for participants to receive feedback from peers and mentor/trainers.

3. Provide opportunities for evaluation of performance.

AGENDA FOR DAY SEVEN AND DAY EIGHT

Time	Activity	Activity Leader
0800–1200	**Activity I** Practicum: DARE Curriculum	*Training Staff*
1200–1300	**LUNCH**	
1300–1700	**Activity II** Practicum: DARE Curriculum	*Training Staff*
Day Eight only:		
1700–1715	**Activity III** Team Meetings	*Training Staff*

ACTIVITIES I AND II DAY SEVEN AND DAY EIGHT

OBJECTIVE: To provide opportunities for participants to demonstrate acquired skills while teaching assigned DARE lessons and to receive feedback from peers and mentor/trainers.

TIME: 0800–1200, 1300–1700.

MATERIALS: DARE curriculum.
"Critiquing for Success" forms.

PROCEDURES:

1. The activity leader reviews the purposes of the activity and directs participants to the appropriate locations.
2. The activity leader makes sure that each location has an adequate supply of "Critiquing for Success" forms.
3. Mentor/trainers call upon participants to present their lessons then lead the critiquing discussion that follows.
4. Mentor/trainers collect critique forms following each presentation, review them, and return them to presenters.

ACTIVITY III — DAY EIGHT

OBJECTIVE: To prepare participants for a school visitation.

TIME: 1700–1715.

MATERIALS: School Visitation Assignment forms.

PROCEDURES:

1. The activity leader assigns room locations for team meetings.
2. Mentor/trainers distribute School Visitation Assignment forms to team members.
3. Mentor/trainers remind participants that business attire is expected for the school visitation.
4. Mentor/trainers explain the car pool arrangements.

School Visitation Assignment Form

GRADES 5 and 6 CORE CLASS (45–60 minutes)

- Self-introduction (5–10 minutes)
- Part of lesson 2 (5–10 minutes)
- Part of your lesson (20 minutes)
- Consequences - review (5–10 minutes)
- Ways to say no - role playing (5–10 minutes)

GRADES K–4 VISITATION (15–20 minutes)

- Safety lesson.
- Stranger danger.
- No, go, tell.

POSSIBLE TIMETABLE

0740 – 0800	Leave training site.
0800 – 0830	Meet with school personnel.
0830 – 0930	Present teaching assignments to core classes.
0935 – 1000	Make K–4 grades visitation.
1000 – 1030	Meet for recess/yard activity.

OBJECTIVES FOR DAY NINE

To have a teaching experience and to enhance presentation skills to school and community groups, the activity leaders will:

1. Provide an opportunity for participants to present visitation lessons in local elementary schools.
2. Review the school visitation experience with participants.
3. Outline skills for P.T.A. presentations and other community group presentations.
4. Provide an opportunity for feedback.

AGENDA FOR DAY NINE

Time	Activity	Activity Leader
0800–1200	**Activity I** School Visitation	*Training Staff*
1200–1300	**LUNCH**	
1300–1500	**Activity II** Roundtable Discussion: School Visitation	*Training Staff*
1500–1700	**Activity III** Presentation Skills: Parent and Community Groups	*Training Staff*
1700–1715	**Activity IV** Summary and Feedback	*Training Staff*

ACTIVITY I — DAY NINE

OBJECTIVE: To provide an opportunity for participants to present visitation lessons in local elementary schools.

TIME: 0800–1200.

MATERIALS: None.

PROCEDURES:

1. Mentor/trainers and team members travel to assigned schools for visitations.

2. Teams meet with school administrators for orientation.
   a. Each participant conducts a lesson in an assigned upper-grade classroom.
   b. Each participant conducts a lesson in an assigned middle-grade classroom.
   c. Each participant conducts a lesson in an assigned primary-grade classroom.
   d. Each participant mingles with students during recess time.
   e. Each participant spends a part of recess time meeting with faculty members.

3. Mentor/trainers and team members check out through the school's main office before leaving the school to return to the training site.

ACTIVITY II — DAY NINE

OBJECTIVE: To review the school visitation experience.

TIME: 1300–1500.

MATERIALS: None.

PROCEDURES:

1. The activity leader meets and welcomes participants back to the training site.
2. The activity leader conducts a roundtable review and summary of the school visitation experience.
3. Each participant has opportunity to share his or her impression of the day's events.

ACTIVITY III — DAY NINE

OBJECTIVE: To outline presentation skills for parent and community groups.

TIME: 1500–1700.

MATERIALS: Presenter handouts.

PROCEDURES:

1. The activity leader explains that holding a parent education meeting serves to:
   a. Introduce the DARE program to the community.
   b. Allow parents to meet the DARE officer.
   c. Inform parents of the impact of the drug problem within the local community by quoting local drug and crime statistics.
   d. Explain the role of the DARE officer at the school:
      (1) Nonenforcement.
      (2) Trained to teach the DARE curriculum.
      (3) Highlights of key lessons.
   e. Present film "Sons and Daughters, Drugs and Booze."
   f. Allow the officer to review parenting skills depicted in the film:
      (1) Communicate effectively.
      (2) Be informed about drugs.
      (3) Take a stand against drug usage.
      (4) Model the behavior you want.
      (5) Provide alternatives within the family.
      (6) Use community resources.
   g. Allow time for questions and answers.
2. The officer can distribute appropriate materials, such as:
   a. Bumper stickers.
   b. DARE brochures.
   c. Fact sheet.

ACTIVITY IV — DAY NINE

OBJECTIVE: To provide an opportunity for review and feedback.

TIME: 1700–1715.

MATERIALS: None.

PROCEDURES:

1. The activity leader briefly reviews the day's objectives to assist the participants in reviewing their own learning:
   a. The purpose of the day was to provide an opportunity for participants to practice their lesson presentation skills in real classrooms.
   b. Participants were given information on obtaining funding and using the DARE model in smaller cities.
2. The leader asks for questions and concerns.

OBJECTIVES FOR DAY TEN

To gain an understanding of the role of DARE America and to have an opportunity to evaluate the 80-hour DARE Officer Training Seminar, the activity leaders will:

1. Explain and discuss the role of DARE America.
2. Summarize the objectives and expectations of the DARE Officer's Training Seminar.
3. Provide an opportunity for feedback and evaluation.
4. Provide a culmination ceremony.

AGENDA FOR DAY TEN

Time	Activity	Activity Leader
0800–1100	**Activity I** The Role of DARE America	*Regional Training Agency Director*
1100–1200	**Activity II** Seminar Summary	*Regional Training Agency Coordinator*
1200–1215	**Activity III** Feedback and Evaluation	*Training Staff*
1215–1315	**LUNCH**	
1315–1515	**Activity IV** Culmination Ceremony	

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ACTIVITY I — DAY TEN

OBJECTIVE: To explain and discuss the role of DARE America.

TIME: 0900–1100.

MATERIALS: Presenter handouts.

PROCEDURES:

1. The activity leader explains that DARE America is a tax-exempt, IRS 501 (c) (3) corporation formed to support the Drug Abuse Resistance Education (DARE) Program. DARE America's goals are to:
   a. Create a national awareness of the DARE program.
   b. Encourage the adoption of DARE in all States and in all communities.
   c. Provide educational materials without charge to new DARE cities.
   d. Support a national DARE instructor training program.
   e. Monitor the standards and integrity of DARE instruction through audits and surveys.
   f. Protect the DARE trademark from misuse and exploitation.
   g. Coordinate national fundraising for DARE.
2. The activity leader provides time for a question-and-answer period.

ACTIVITY II — DAY TEN

OBJECTIVE: To summarize the objectives and expectations of the DARE Officer's Training.

TIME: 1100–1200.

MATERIALS: None.

PROCEDURES:

1. The activity leader reviews the philosophy of the DARE seminar.
2. The activity leader summarizes the seminar by reviewing the following:
   a. Concepts and strategies learned.
   b. Sequence of learning (2-minute impromptu speech; 3-minute prepared speech; 20-minute lesson; 45-minute lesson; school visitation).
   c. Highlights of participants' achievements.
   d. Anecdotes about the group.
   e. Identification of seminar "theme" (recognition of something humorous that recurred during the 2-week seminar).
3. The activity leader makes a speech using emotional appeal to inspire and motivate participants in their opportunities to teach, to influence, and to mold young people.
4. At the close of the seminar summary, the training staff says goodbye to each participant. (The camaraderie developed will dictate the type of farewell exchanged.)

ACTIVITY III — DAY TEN

OBJECTIVE: To provide an opportunity for feedback and evaluation.

TIME: 1200–1215.

MATERIALS: DARE Officer's Training Evaluation form.

PROCEDURES:

1. The activity leader distributes the evaluation forms and directs participants to complete them.
2. The activity leader distributes other required department forms. Participants complete the evaluation forms.
3. The activity leader thanks the participants for providing feedback to the training staff.
4. The participants place the completed evaluation forms in designated locations.

ACTIVITY IV

DAY TEN

OBJECTIVE: To provide a culmination ceremony for the new DARE officers.

TIME: 1315–1515.

MATERIALS: DARE Officer Certificates.
Podium.
Covered table.

PROCEDURES:

1. The activity leader introduces guest speakers and staff to the audience.
   a. The chief of police or other community leaders are appropriate guest speakers.
   b. Attending educators may be asked to congratulate the new DARE officers.
2. Each mentor/trainer reads the names of the members of his or her team as DARE Officer Certificates are awarded.
3. The ceremony features recognition of outstanding students.
   a. Participants from each team with the highest overall performance evaluation rating are announced.
   b. The participant with the highest overall performance in class is recognized.
4. Final remarks may be made by:
   a. Mentor/trainer of each team.
   b. Certified Educational Agency staff representative.
   c. Training class spokesperson.
5. The activity leader invites the newly certified DARE officers and their guests to enjoy the refreshments provided.

*U.S. Government Printing Office: 1991 — 312-341/54409